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PERSONALITY DIMENSIONS AND LEARNING MODES AS THE PREDICTORS OF STRESS IN UNIVERSITY STUDENTS

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Introduction & objectives: No matter what age you are, if you are under stress it will affect your ability to learn, think and perform at your best. Severe stress releases chemicals in our brains and bodies that can hamper our performance and learning. So for better understanding of stress especially in the learning process, the study aimed to investigate personality characteristics, learning modes, and stress in university students.

Method: 131 students were randomly selected from three universities. Hogan-Champagne's Personal Style Inventory (PSI) based on Jungian personality types, Kolb's Learning Style Inventory (LSI) based on Kolb's experiential learning theory and Coudron's Stress Inventory (CSI) were used. The data were analyzed with Pearson correlation coefficient and T independent tests.

Results: Analysis showed that in learning modes, there is positive correlation between concrete experience and stress. In personality characters, positive correlation between introversion and stress, negative correlation between extroversion and stress. More analysis showed that across learning modes, males use the concrete experience mode more than females, and females use the abstract conceptualization mode more than males.

Conclusion: In regard to introverted individuals, such individuals are quiet, diligent at working alone, and socially reserved, they make decisions somewhat independently of constraints and prodding by situations, culture, people, or things around them, and so facing stress factors interrupts their own world and reduces their function. In learning modes, people with concrete experience like new experience, rely on feeling and sensing, and generally find theoretical approaches to be unhelpful and prefer to treat each situation as a unique case. These factors cause variability in situations and circumstances and how stress comes about.